

# Building Capacity at the Local Level: Initial Results from RAISE Scale-up Study

2013 LRA Annual Conference

Jenna Zacamy

Denis Newman

Andrew Jaciw

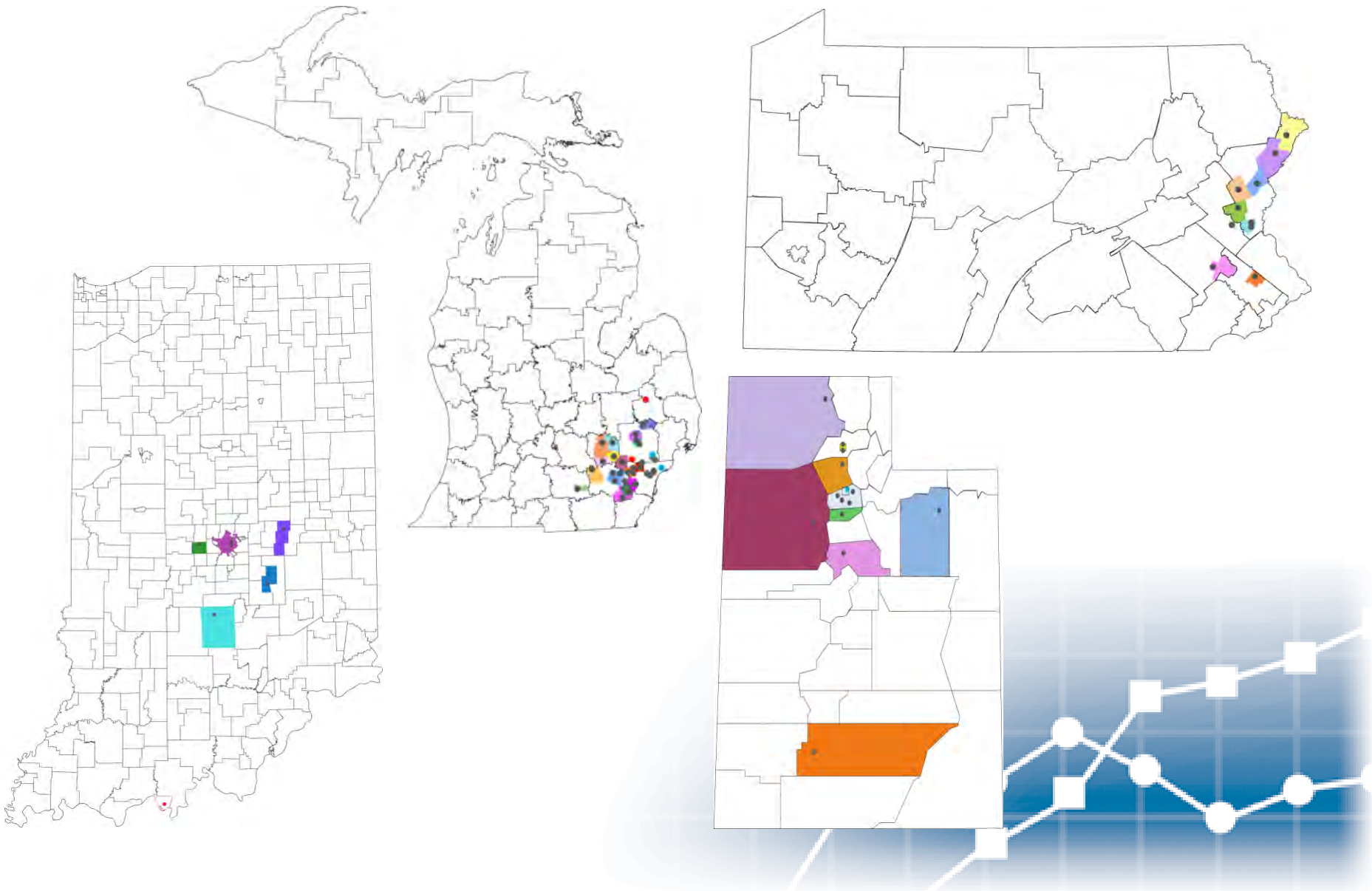
Empirical Education Inc.

# Overview and Study Purpose

- RAISE Project Goal: *To build LEA capacity to disseminate, support, and sustain academic literacy improvement in high school subject areas within and beyond their regions*
- Scale-up Study Goal: *To understand how school systems build capacity to implement and disseminate Reading Apprenticeship and sustain these efforts*

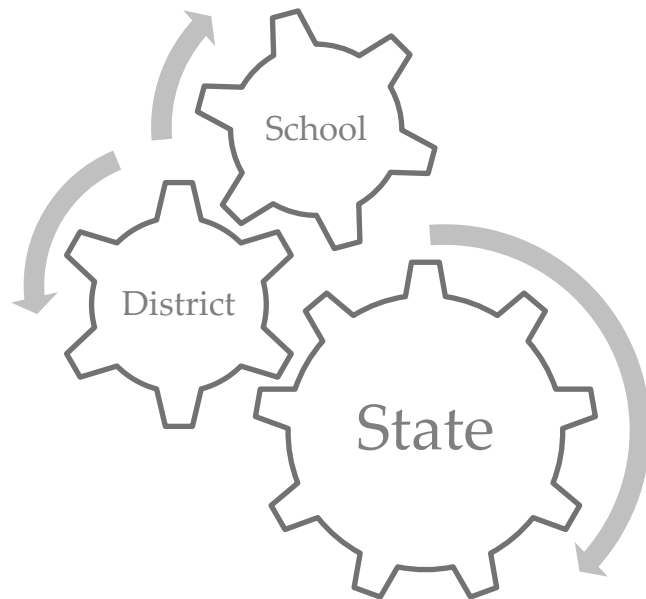


# Overview and Study Purpose



# Overview and Study Purpose

- Five year study, spans four states (Indiana, Michigan, Utah, Pennsylvania)
- Focuses primarily on organizational levels above the classroom
- Develop working hypotheses to guide the scale-up process



# Scale-up Literature Framework

## Coburn (2003): Four interrelated dimensions

- Depth
- Spread
- Sustainability
- Shift in reform ownership

## Adelman and Taylor (1997): Four phases

- Creating readiness
- Initial implementation
- Institutionalization
- Ongoing evolution



# Overview of Logic Model

## Stage 1. Development activities and intermediate outcomes

---

### *Development activities (SLI's RAISE):*

- Project development and coordination
  - Recruitment and retention
  - RAISE Professional development for facilitators and teachers
  - Instructional support resources (monthly team meeting, etc.)
- 

### *Intermediate outcomes:*

- Buy-in of the RA framework
- Capacity to implement and disseminate RA
- Participation in RA
- Classroom fidelity of RA
- Student achievement



# Overview of Logic Model

**Stage 1.** Development activities and intermediate outcomes

**Stage 2.** Shift in ownership of core components/activities to local level

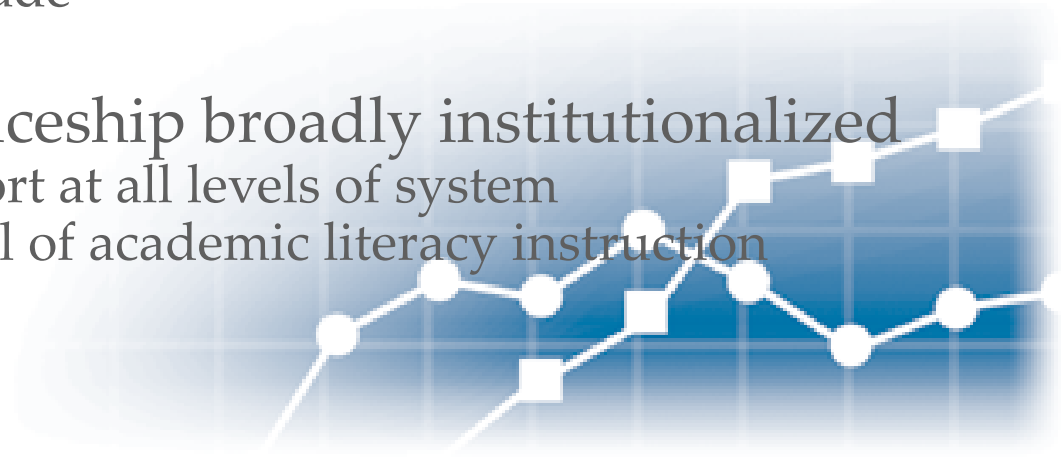
- shared responsibility
- intermediate outcomes established and reinforced and becoming more independent from resources/direction of SLI team

**Stage 3.** Sustained ownership at local level

- SLI resources and direction fade

**Stage 4.** Reading Apprenticeship broadly institutionalized

- solid commitment and support at all levels of system
- policy shift: RA is local model of academic literacy instruction



# Evaluation Plan: Research Questions and Methods

Spread	Methods
1. How many teacher leaders/teachers trained, schools participating, and students taught by RAISE trained teachers?	Track the number of districts, schools, teachers participating (and students affected) in each year, by state.
2. How does the rate and distribution of scale-up in the four states compare to the target numbers as set out in the i3 grant proposal?	Compare to “numbers served” chart in grant proposal





# Evaluation Plan: Research Questions and Methods

Process and contextual factors	Methods
3. What is the relationship between development activities and buy-in/capacity to sustain RA?	Descriptive <ul style="list-style-type: none"><li>• Survey of all teachers (x3)</li><li>• Survey of at least one administrator per school (x1)</li></ul>
4. Do schools/districts change to take responsibility for and ownership of RAISE? If so, how?	Correlational and HLM analyses
5. What contextual factors are associated with the scale-up process?	Qualitative strategy of inquiry: <ul style="list-style-type: none"><li>• Observe and document key activities</li><li>• Case studies in 4 schools</li></ul>
6. What is the relationship between these contextual factors and the rate and distribution of RAISE in the four states?	

# RAISE Cohorts

Cohort	2011-2012	2012-2013	2013-2014	2014-2015
1	Year 1	Year 2	Year 3	Year 4
2		Year 1	Year 2	Year 3
3			Year 1	Year 2
4				Year 1



# Initial Results: Uptake of Development Activities



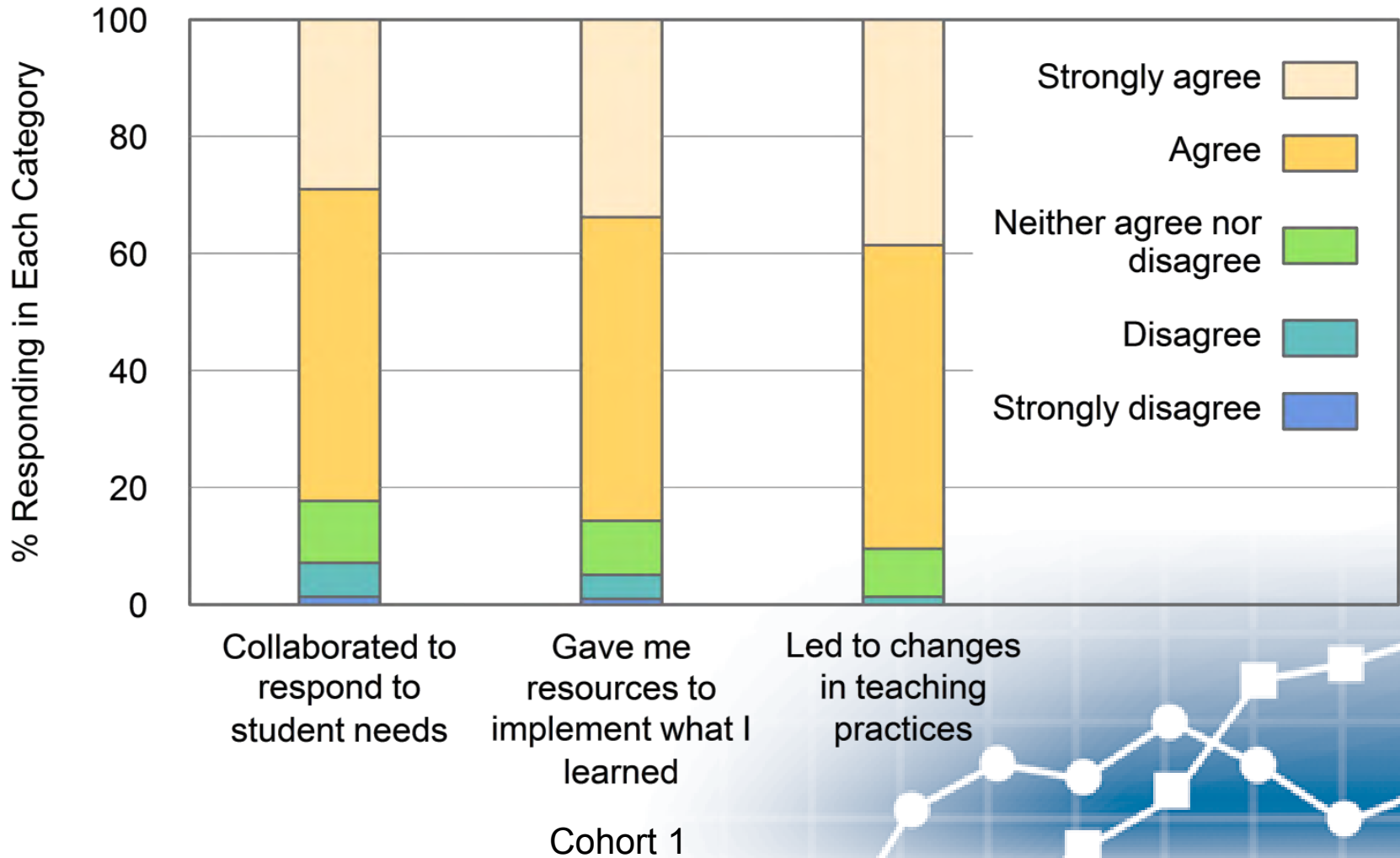
# Reasons for Participating in RAISE (Administrators)

Reason	Cohort 1 (n = 39)	Cohort 2 (n = 52)
Prior research	54%	52%
Pedagogy corresponds to school literacy practices	46%	56%
Highly recommended	41%	40%
Teachers asked	31%	56%
Free PD	21%	21%
Aligned to Common Core Standards	13%	33%
Required by district	8%	3%
Other	18%	6%
I don't know	3%	2%

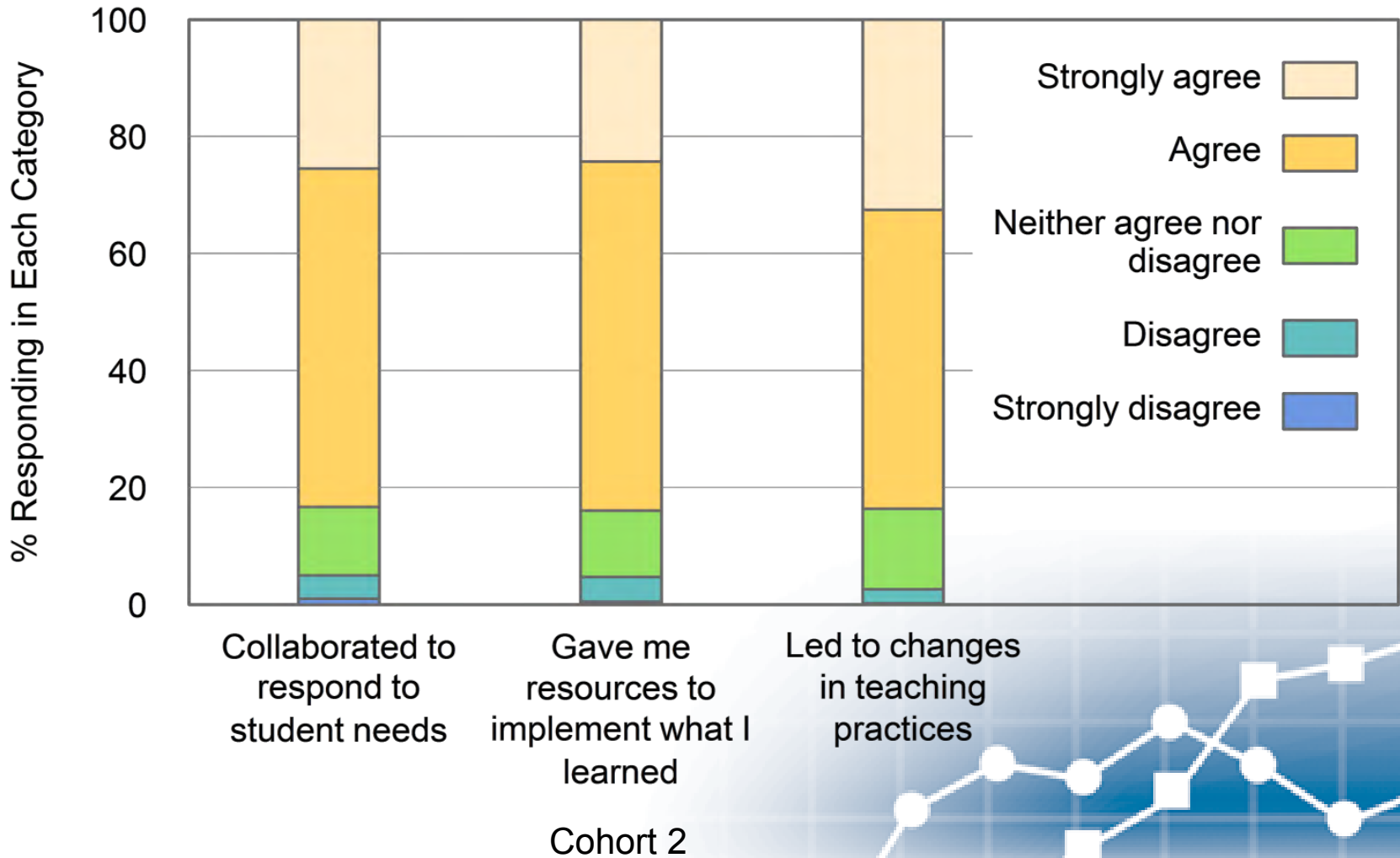
# Numbers Served: 5-day RAISE Institute (Teachers)

Subject	Cohort 1	Cohort 2	Cohort 3
Biology	125	163	98
ELA	156	219	163
History	110	177	104
<b>Total (Schools)</b>	391 (65 schools)	559 (131 schools)	365 (79 schools)

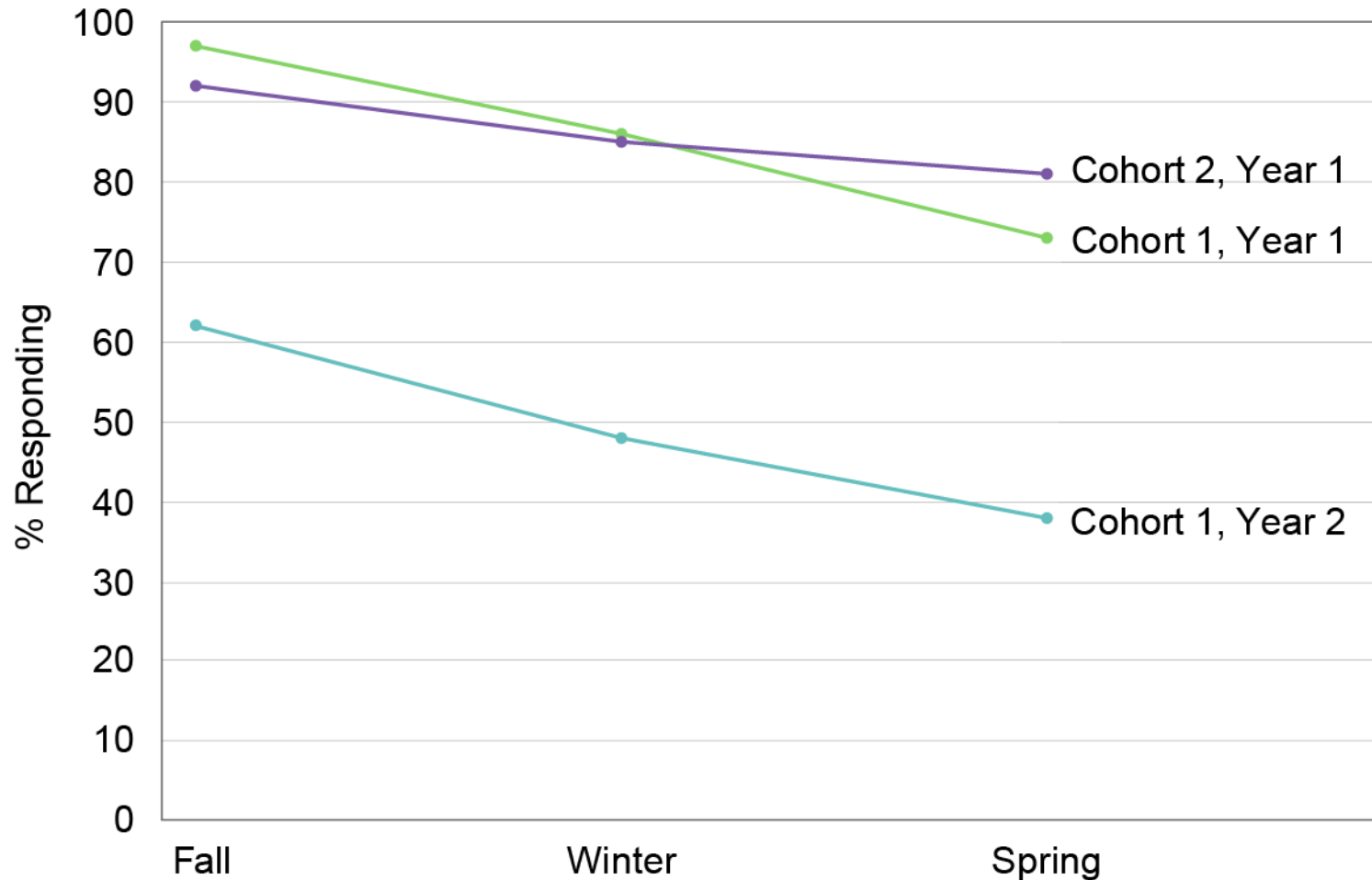
# Effectiveness of PD Institute: Summer 5-Day (Teachers)



# Effectiveness of PD Institute: Summer 5-Day (Teachers)

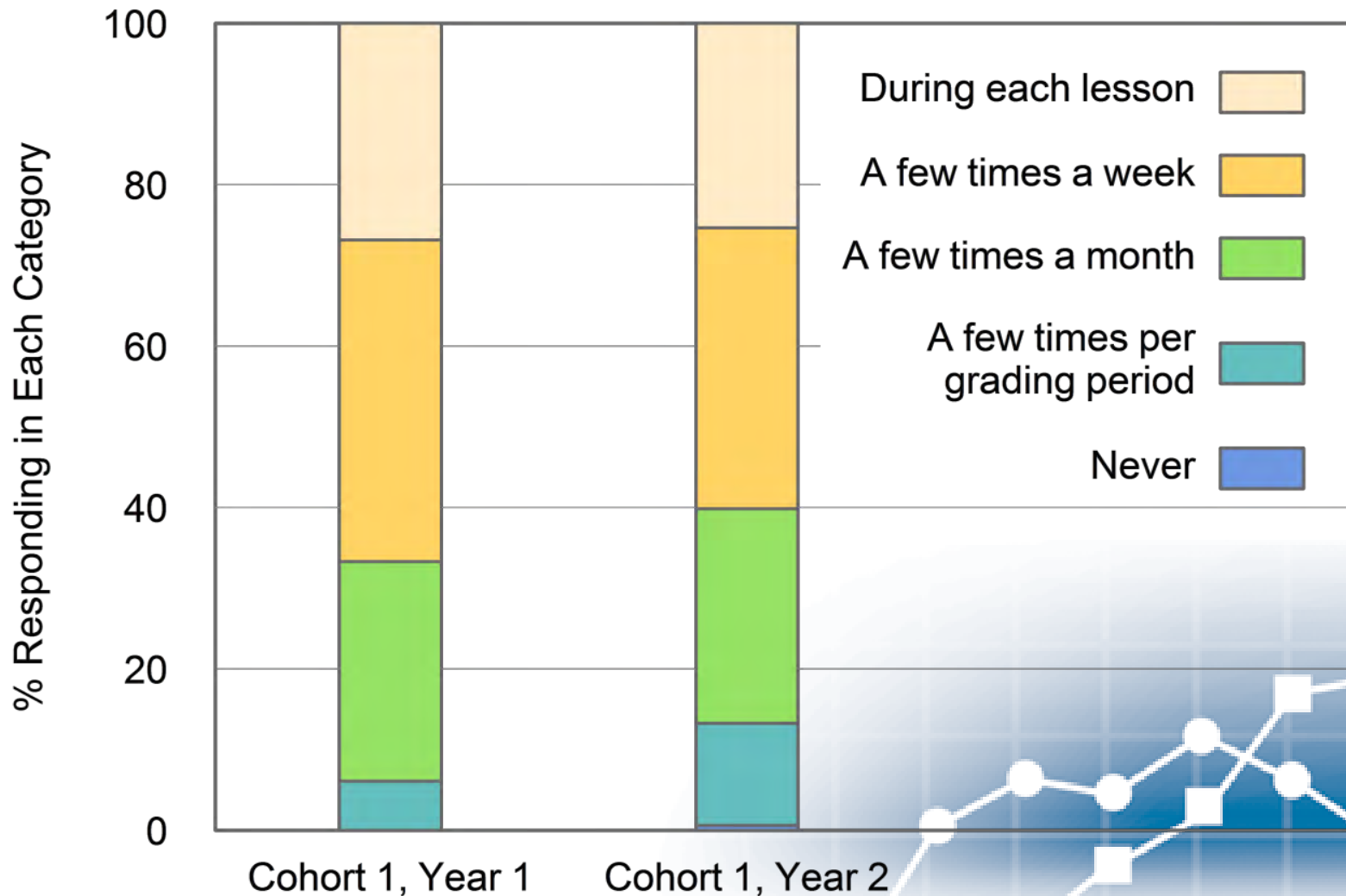


# Attendance at Monthly Meetings (Teachers)

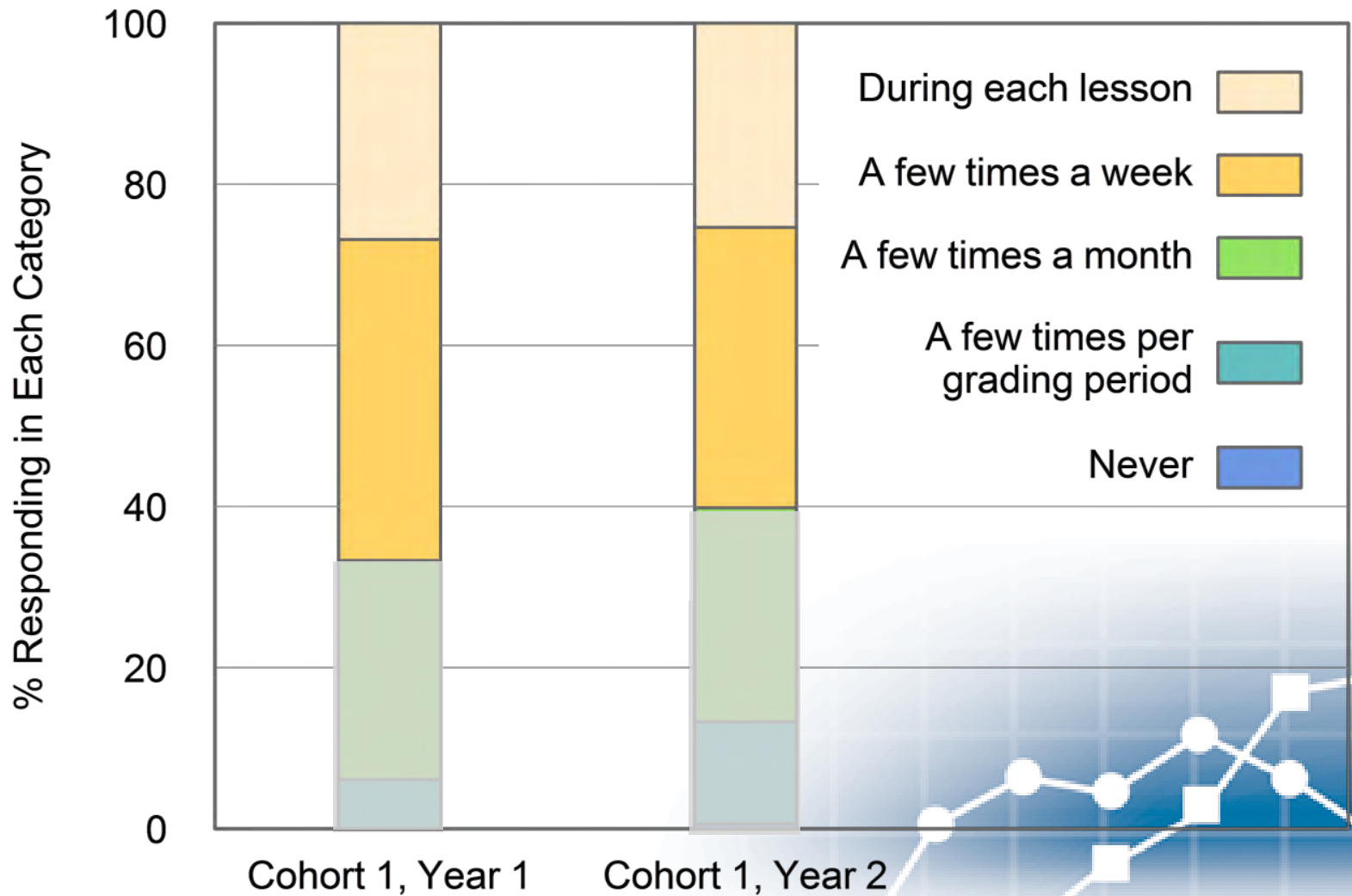




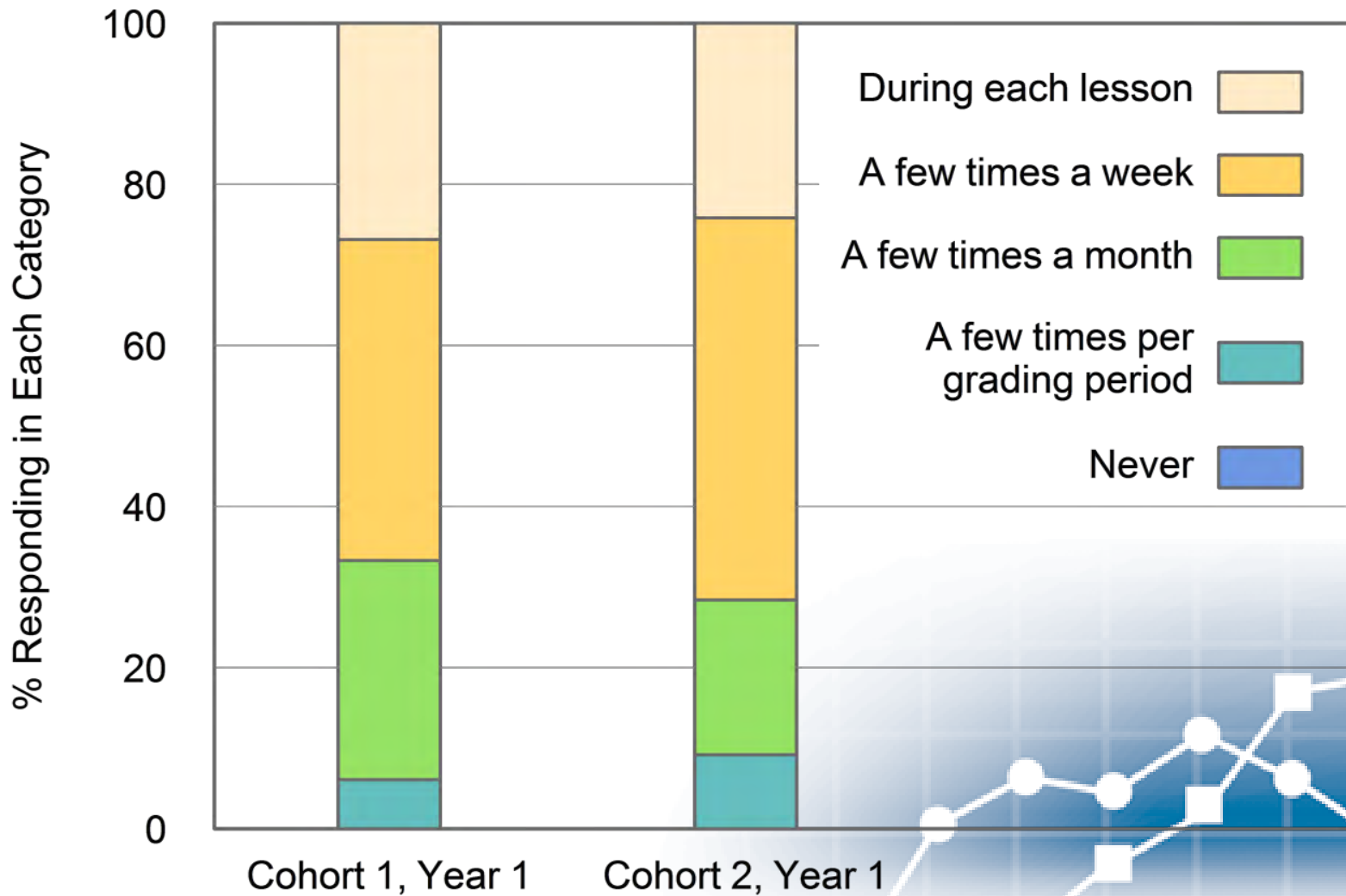
# Average Use of Reading Apprenticeship (Teachers)



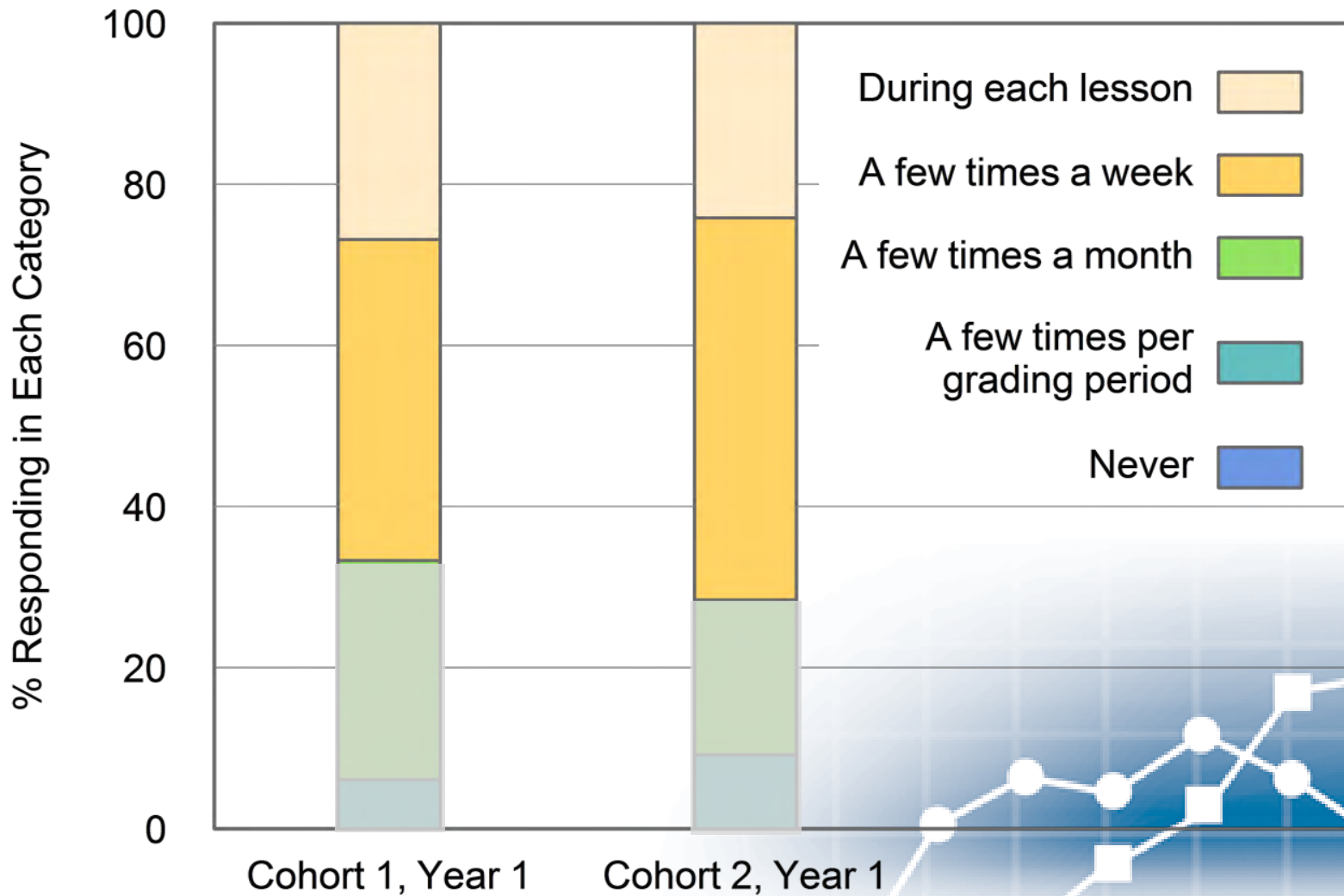
# Average Use of Reading Apprenticeship (Teachers)



# Average Use of Reading Apprenticeship (Teachers)



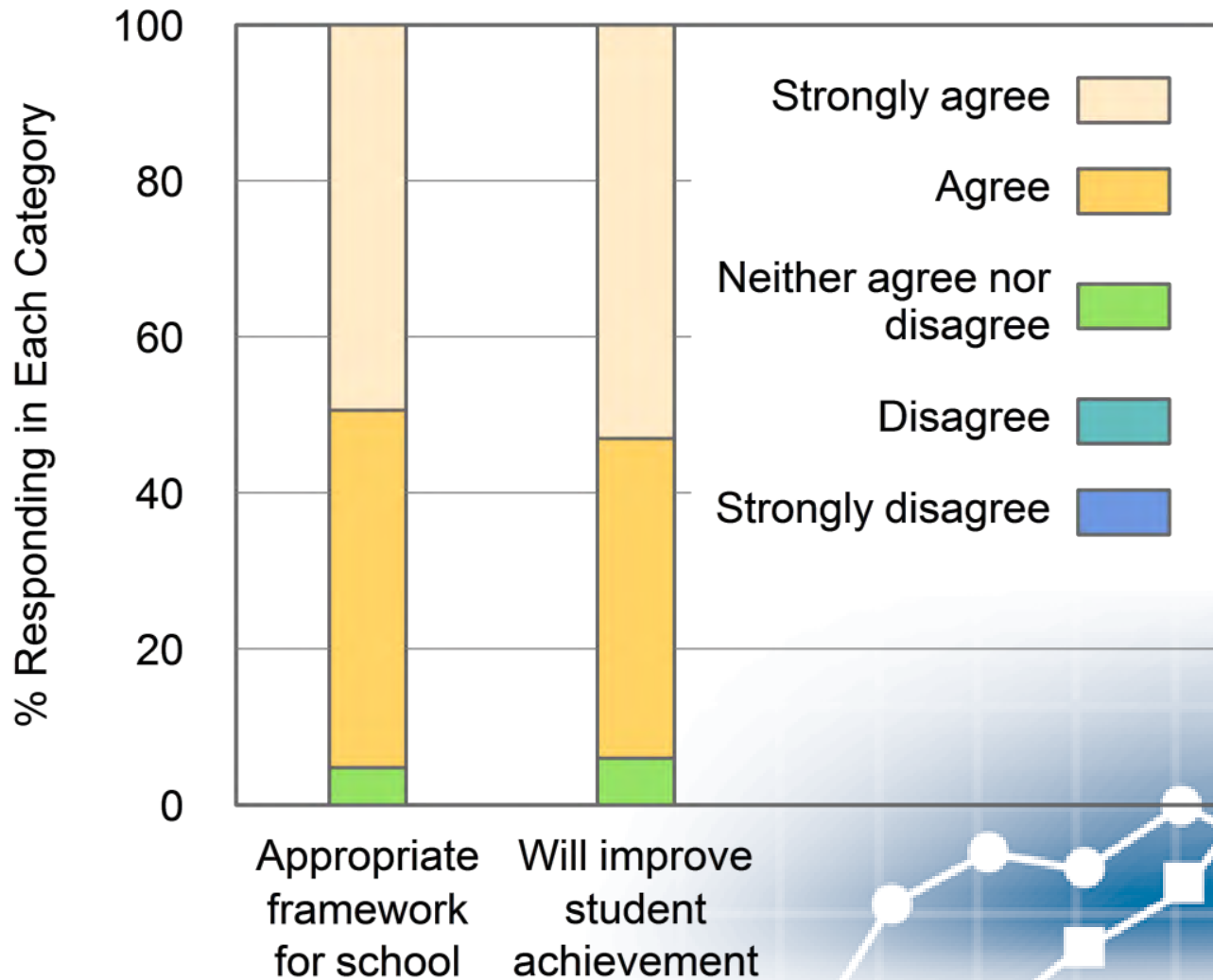
# Average Use of Reading Apprenticeship (Teachers)



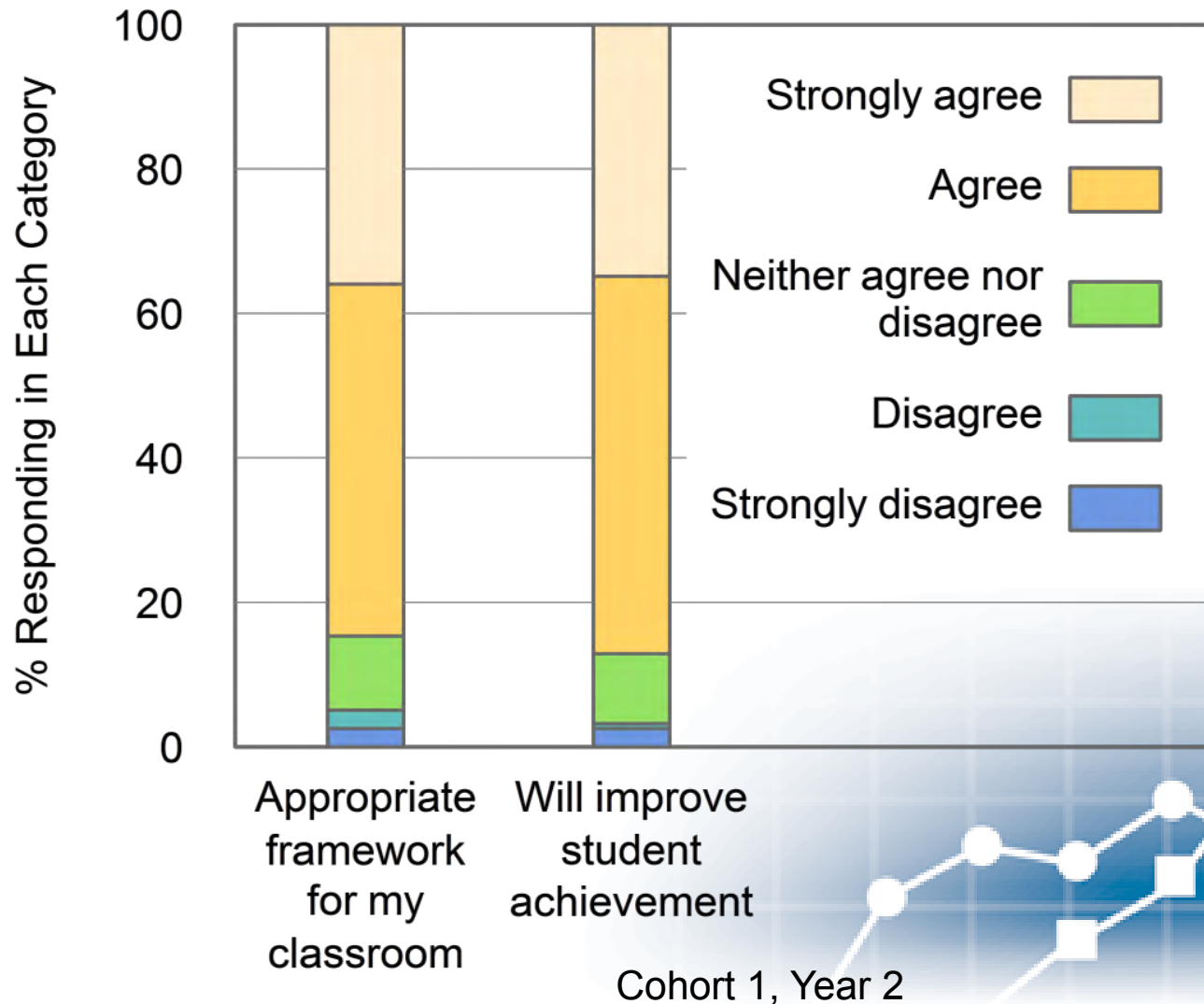
# Initial Results: Evidence of Commitment, Buy-in, and Capacity



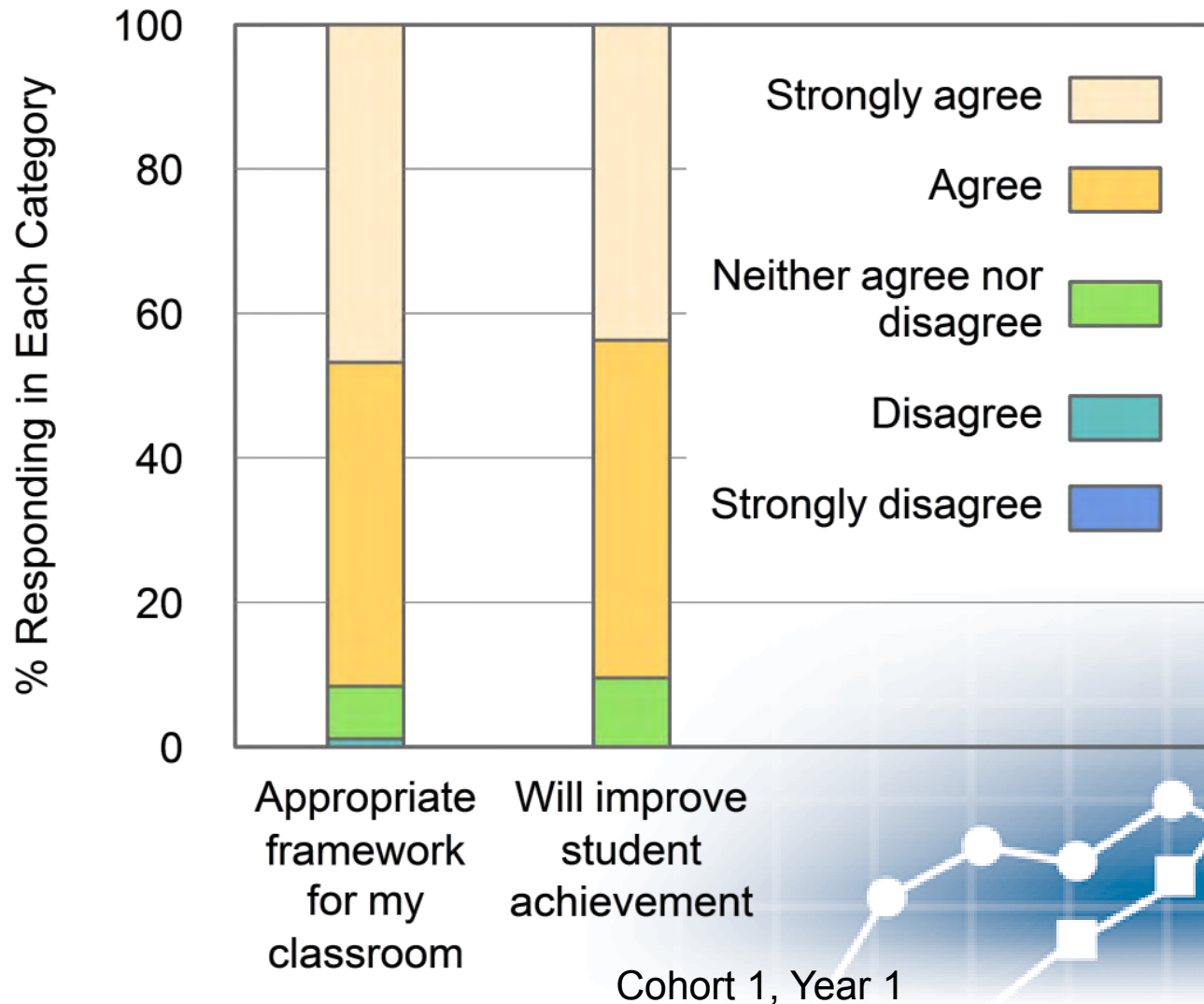
# Buy-in (Administrators)



# Buy-in (Teachers)

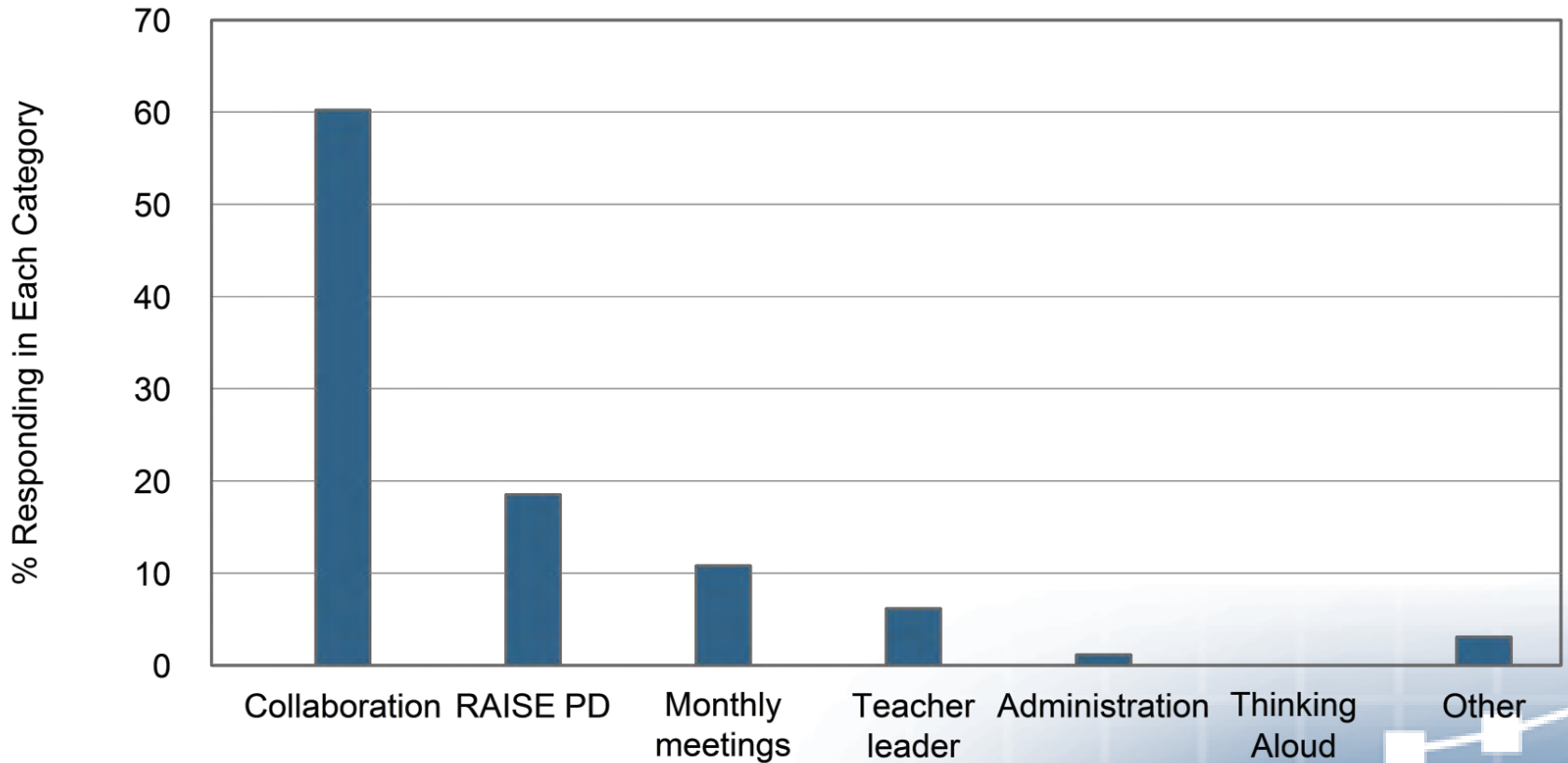


# Buy-in (Teachers)





# Capacity to Implement RA (Teachers)



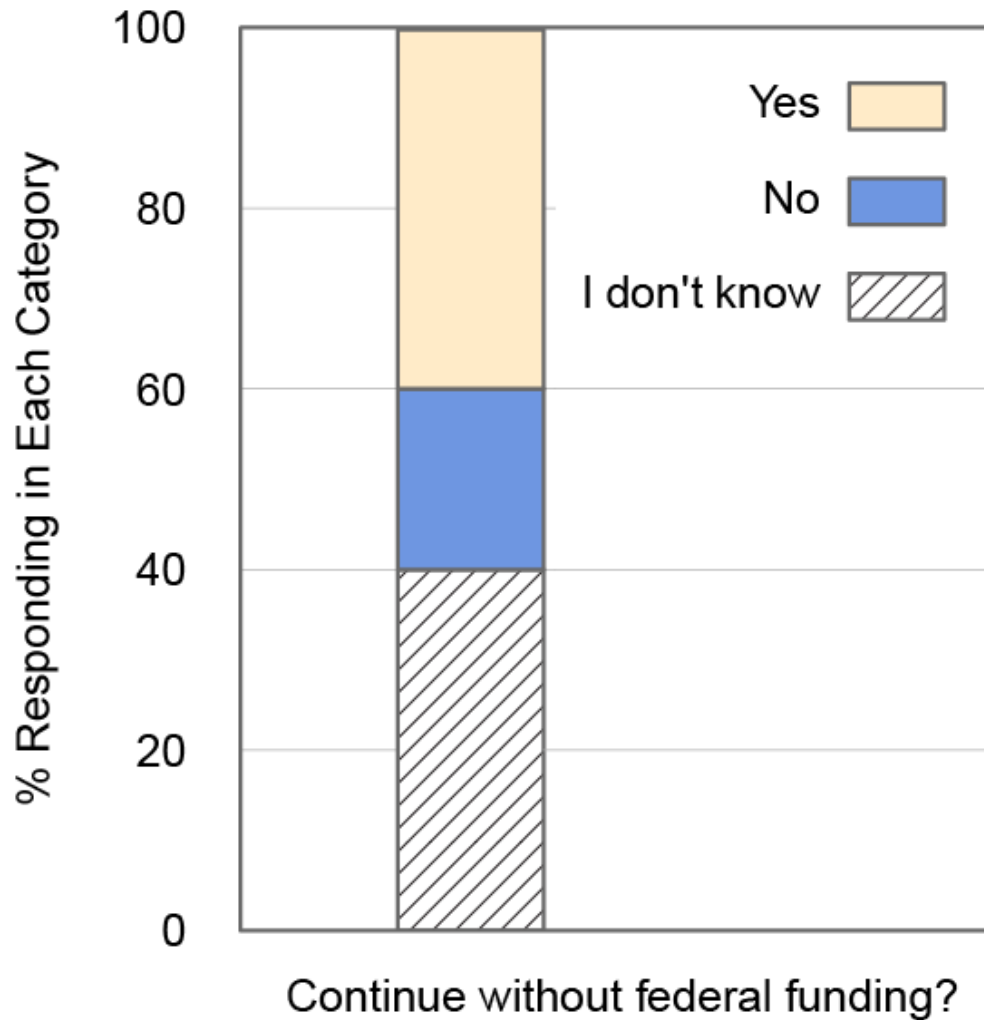
# Initial Results: Supports and Barriers of Sustainability



# Challenges to Sustainability (Administrators)

Challenge	Percent
Competing initiatives	25%
Budget constraints	13%
Misalignment between RAISE and teacher preferences	7%
Teacher turnover	6%
Too time consuming	6%
Administrator turnover	5%
Misalignment between RAISE and district policy	1%
Other	8%
I don't know enough about RAISE to respond	1%
No challenges	27%

# Funding (Administrators)

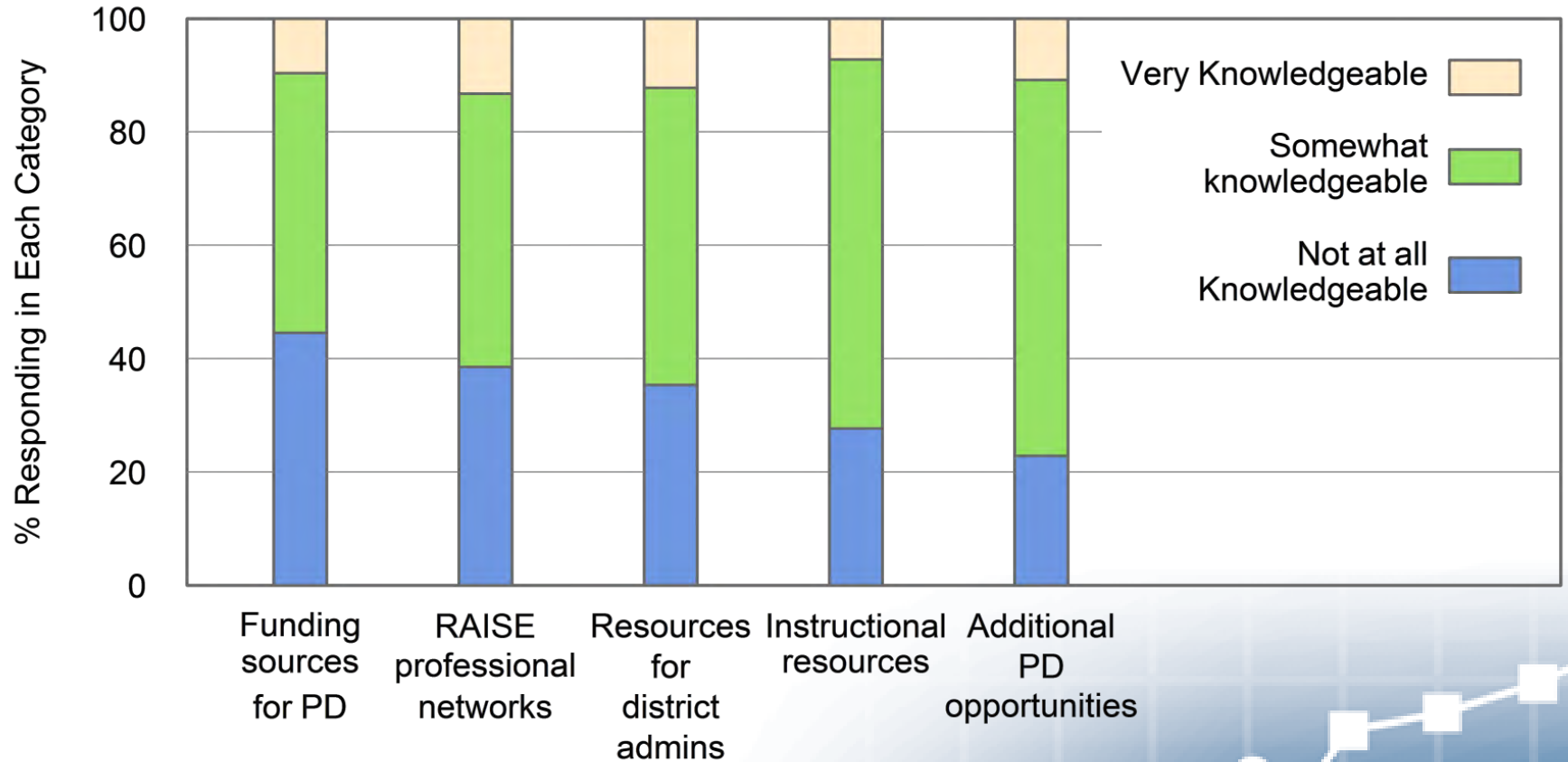


# Supports to Sustain RAISE

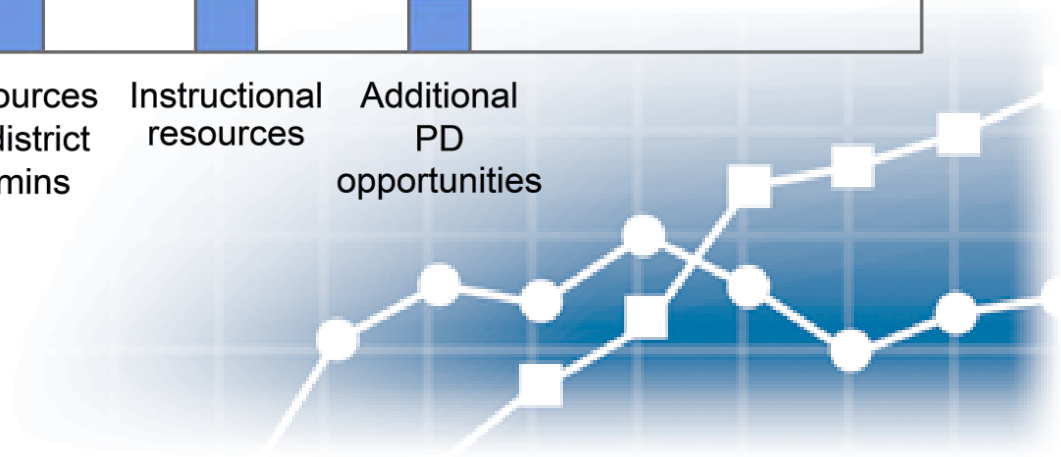
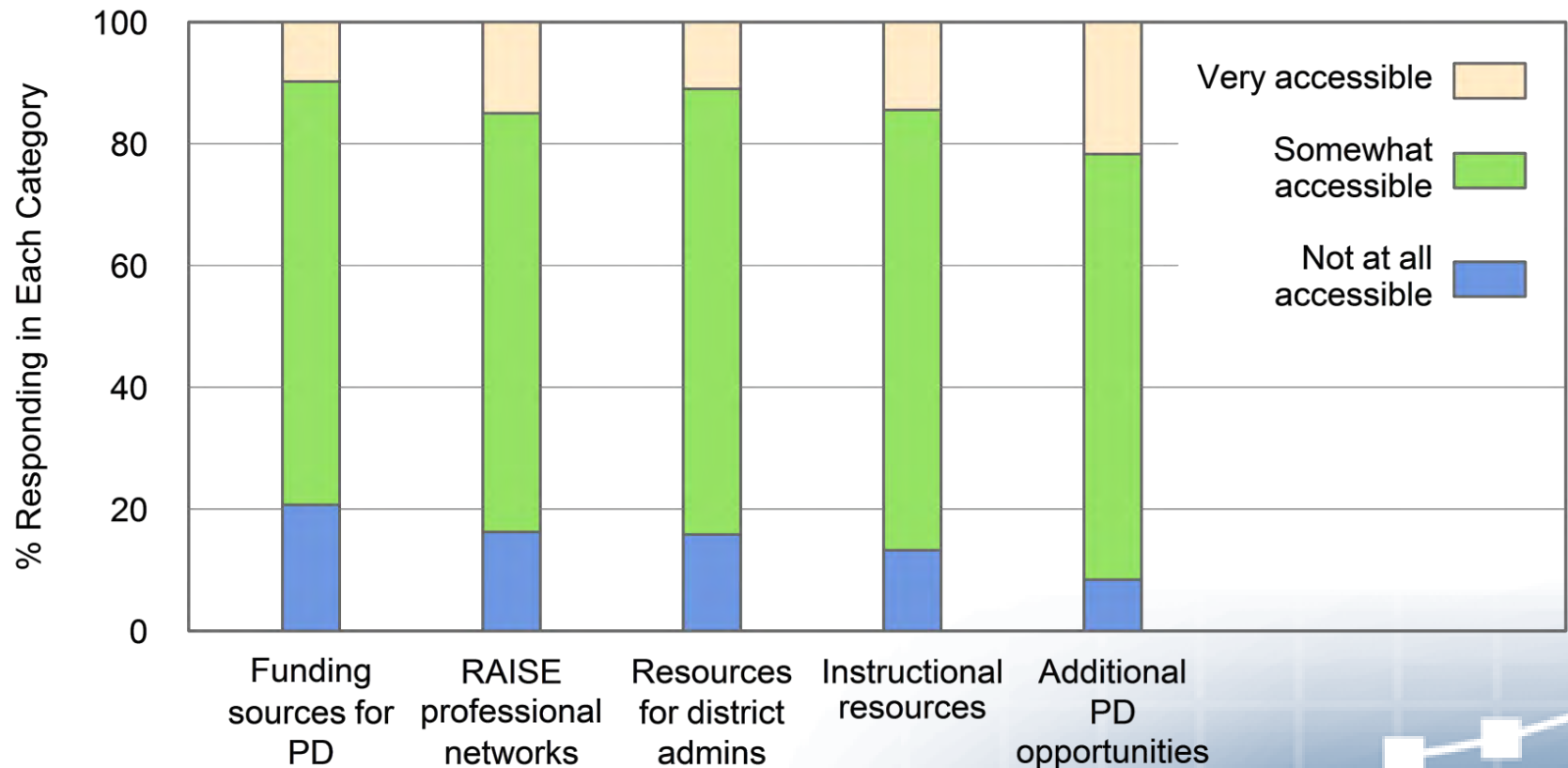
- Knowledge, access, likelihood of use of:
  - Funding sources for additional teachers to be RAISE trained
  - RAISE professional networks of schools/districts/SLI to collaborate
  - Resources (or materials) to provide to your district administrators about the benefits of RAISE
  - Instructional resources to support classroom implementation of RA
  - Additional RA professional development opportunities



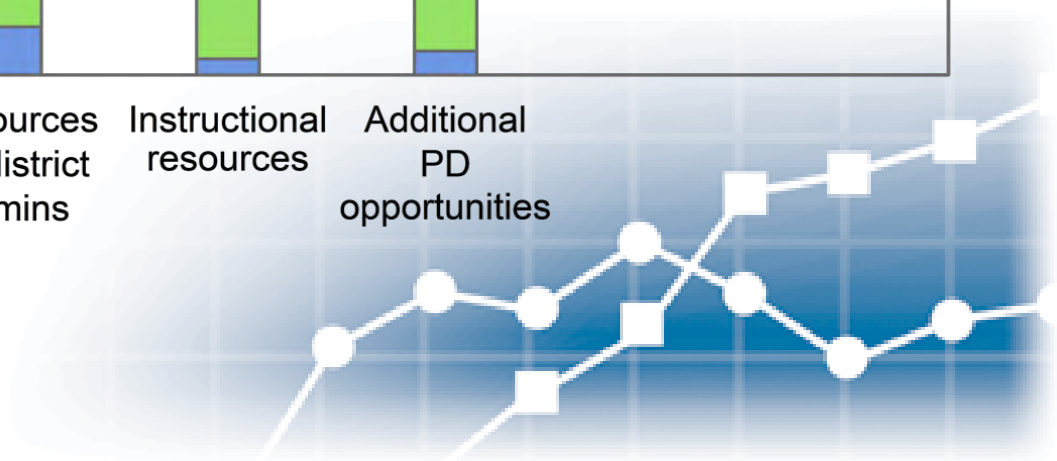
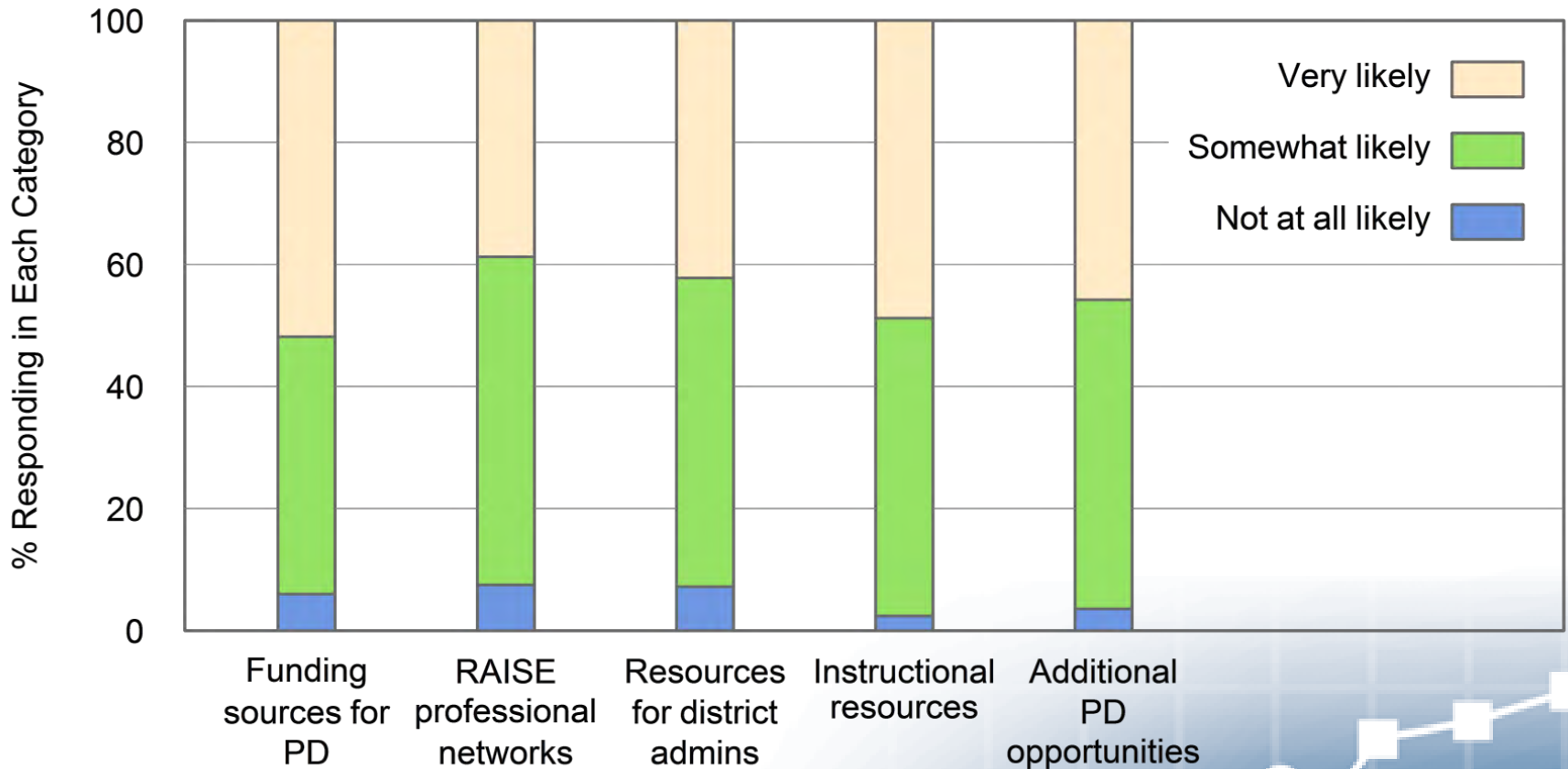
# Knowledge of Supports (Administrators)



# Perception of Accessibility of Supports (Administrators)



# Likelihood of Using Supports (Administrators)

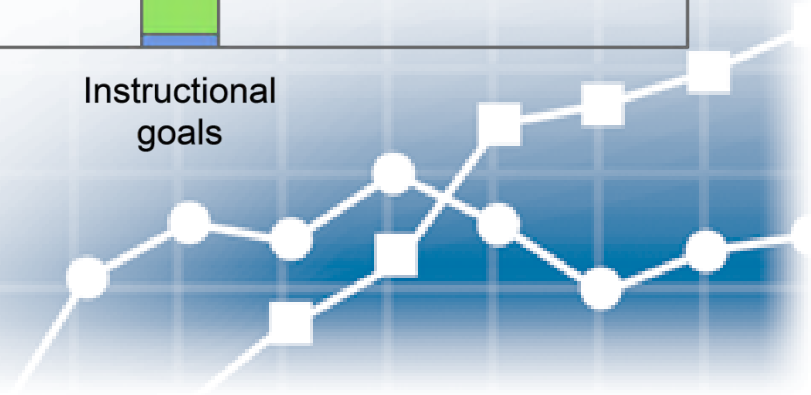
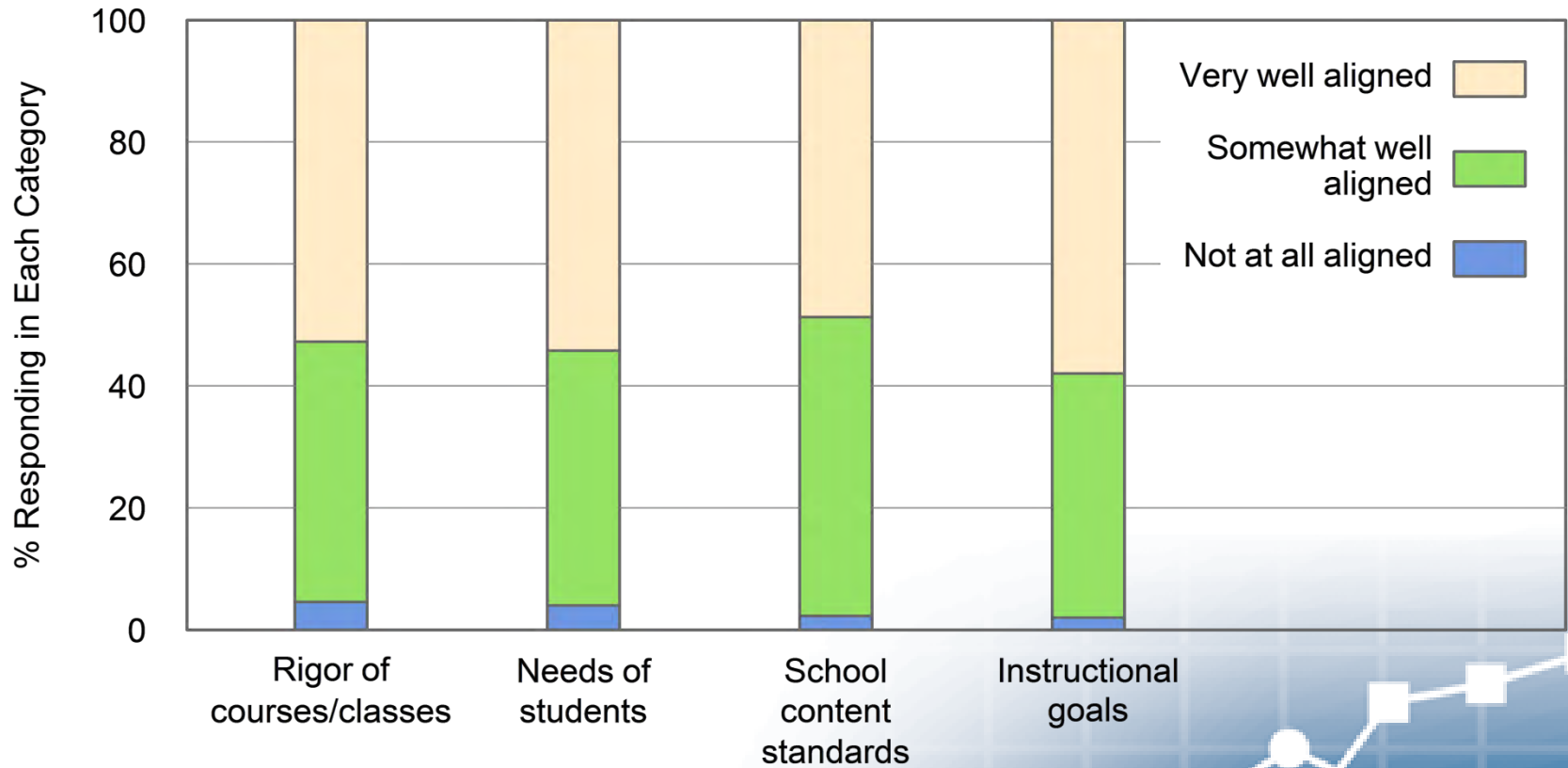




# Challenges to Implementing (Teachers)

Challenge	Cohort 1	Cohort 2
Competing priorities	54%	44%
Student behavior	41%	32%
Student ability	36%	41%
<i>RA slowed down the pace of my instruction</i>		48%
<i>Insufficient time to collaborate</i>		42%

# Alignment (Teachers)



# Takeaways

- High rating of RAISE Institute and use of RA practices
  - Additional training opportunities?
  - Continue to investigate usage



# Takeaways

- High levels of commitment and buy-in from teachers and administrators
  - Additional information about available supports for sustainability?
  - Investigate if trend continues over time



# Takeaways

- Collaboration is an important support for sustainability
  - Additional supports for collaboration?
  - Investigate nature of collaboration that is most useful
- Competing initiatives and priorities are a barrier
  - Develop cross-walks of RA to existing reforms?
  - Investigate how challenges affect usage and uptake



Jenna Zacamy  
Director of Research Operations  
[jzacamy@empiricaleducation.com](mailto:jzacamy@empiricaleducation.com)  
[www.empiricaleducation.com](http://www.empiricaleducation.com)  
650-328-1734 x126  
@EmpiricalEd

